DCCUMENT BESUME

ED 153 767 BC 010 486

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TITLE Locating Louisiana's Children cf the Rcad: Migrant Recruiter's Handbock.
INSTITUTION Iouisiana State Dept. cf Educaticn, Batcn Rcuge.
PUB DATE 78
NOTE 39p.

EDRS PRICE MF-$0.83 HC-$2.06 Plus Postage.
DESCRIPTORS Data Collection; Data Prccessing Occupations; Definitions; *Employee Respcnsibility; *Migrant Children; *Occupaticnal Irfcrmaticn; Records (Forms); *School Personnel; *Student Recruitment
IDENTIFIERS *Louisiana

ABSTRACT

Since each year families are located in different sites across the state, working in different crops, arriving and departing, and sometimes arriving again at different times, recruitment must be an cn-going operatien. A recruiter should have compensating influence fcr all of the negative influences surrounding educational opportunities. A recruiter, therefore, is nct only a recruiter, but a field investigatcr, an educaticnal consultant, and a social worker. As representatives of Iouisiana's educational system, they deal with problems and situations directly, meeting with the migrant parents and children in their hcme territory to discuss educational alternatives for the children. Intended tc assist recruiters throughout the state as they join together tc increase enrollment and enlarge the migrant prcgrams, this handbock presents information pertaining to (1) the recruiter's respcnsibility--duties, information collection, forms used in recruiting, repcrts, and follow-up; and (2) recruiting procedures--recruitment, psychology of recruitment, and techniques of recruitment. Copies cf the fcllcwing forms are included: the survey/eligibility/enrollment fcrm, enrollment procedure form, daily log, special ccmment sheet, request for special services, and request for supportive services. Also included are a job descriptien for the Recruiter-Coordinator; a map of the migrant recruiting areas; and the legal definition of interstate, intrastate, and formerly migratcry migrants. (NQ)

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LOCATING LOUISIANA'S CHILDREN OF THE ROAD

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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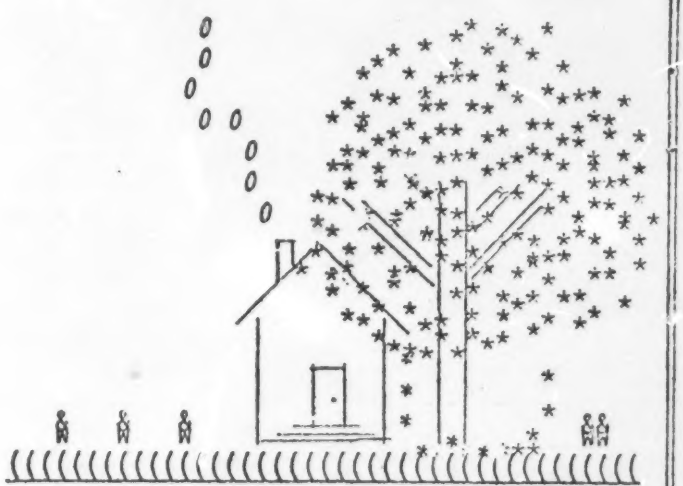
MIGRANT RECRUITER'S HANDBOOK



RC010486

1978

LOUISIANA STATE DEPARTMENT OF EDUCATION
J. KELLY NIX, SUPERINTENDENT

INTRODUCTION

This book has been developed through the coordinated efforts of Billie Jean Smith, Louisiana State Coordinator of Migrant Education, with input from Beverly Fortier, State Director of Louisiana Migrant Education 1975-1976.

Through the efforts of the 1976 recruiting program, over two thousand new migrants were located in Louisiana. We hope this book will be of some assistance to recruiters throughout the state as we join together to increase enrollment and enlarge the migrant programs. Our ultimate goal is to help the migrant child through better education opportunities.

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MIGRANT EDUCATION

"OUR STORY"

Each year interstate and intrastate migrant families move about the state of Louisiana seeking employment in agriculture or fishing. Some, traveling through as many as ten states in one year, have a highly mobile life. This mobility many times exists twelve months a year, with residence in any one location not usually exceeding three months.

In addition to disrupting community ties these children would normally have in a home community, another segment of their lives is characterized by discontinuity--education. This educational discontinuity is a major contributing factor to the extremely high dropout rate of migrant students at an early age.

In 1966, the U. S. Congress recognized that these pupils, who have unique educational difficulties, needed special programs designed to meet their educational needs caused by their transient life styles. In an amendment to Public Law 89-10, Title I Migrant Educatior was created. States were given the responsibility to deliver services to the children of migratory agricultural workers. In 1974, migratory fishermen were included under this law.

Educators from across the state and nation have worked vigorously since 1966 to design programs based on need. National cooperation between states has also been a top priority. Extensive record transfer procedures were initiated to insure that instructional and medical personnel had the latest information available on each child.

With all of this done, it was still apparent that many children were not being reached. There was somewhere a link still missing in a highly innovative educational field.

Areas such as bilingualism, mobility, and curriculum continuity had all been addressed and yet many children were still not entering the classroom. Evidence of this is that labor statistics consistently showed more migrant children than were apparent from school attendance lists.

In 1972, a program was developed by New Jersey to go out into the fields and to find these children "lost" to the system. Their success was phenomenal. In addition to helping locate children, they found that more educational continuity was possible through close parent-school-recruiter contact.

In 1974, Indiana began a recruitment drive. In the first year, it covered 29 counties. At this time it worked closely with school personnel and families to discover what needed to be done to find these children and then to get them into a school. In 1976, the Indiana Migrant Education Recruitment Service was operated on a statewide basis. Overall enrollment increases for 1975 were 97 percent or a total of 7,335 children, coming closer to the estimated 7,800 children in the state each year.

A child having been identified, so it would seem, would not need to be identified again. To the contrary, each year families are located in different sites across the state, working in different crops, arriving and departing, and sometimes arriving again at different times. Recruitment must, therefore, be an on-going operation.

A recruiter should have compensating influence for all of the negative influences surrounding educational opportunities. A recruiter,

therefore, is not only a recruiter, but a field investigator and an educational consultant, as well as a social worker. As representatives of the educational system of Louisiana, they deal with problems and situations directly, meeting with the migrant parents and children in their home territory to discuss alternatives in education for the children.

A cooperative spirit must be developed among those in Migrant education, growers, farm industries, fishers, fishing industries, local schools, local residents, and other agencies to make it more possible for the migrant child to obtain a quality education marked with consistency.

DEFINITION OF "MIGRANT"

The Education Amendments of 1974 have expanded the definition of migrant children to include children of migratory fishermen and the "five-year migrant" child. Under the new provision, these children are defined as follows:

Guidelines on the Legal Definition of "Migrant"

All recruiters should clearly understand all Federal Guidelines as pertains to eligibility of children for Migrant Education Programs.

A. Definition of a Migrant Child

In order for a child to be classfied as "Migrant" he must meet certain criteria established by ESEA Title I, Migrant Amendment, Migrant Program Guidelines.

There are three classifications of migrant children: True Interstate; True Intrastate; and Resettled. Each classification is termed a "status" and is based upon the family's intended movement for agricultural employment and the length of residency in their present locations:

1. TRUE INTERSTATE - A child who has moved with a parent or guardian within the past year across state boundaries in order that a parent or guardian or member of his immediate family might secure temporary or seasonal employment in agriculture/fishing or in related food processing activities.

STATUS 1 = Interstate agriculture
STATUS 4 = Interstate fishing

2. TRUE INTRASTATE - A child who has moved with a parent or guardian within the past year across school district boundaries within a state in order that a parent/guardian or member of his immediate family might secure temporary employment in agriculture/fishing or in related food processing activities.

STATUS 2 = Intrastate agriculture
STATUS 5 = Intrastate fishing

3. FORMERLY MIGRATORY (five-year migrants) - A child who has been an interstate or an intrastate migrant as defined above; but who, along with his parent or guardian, has ceased to migrate within the last five years and now resides in an area in which a program for migratory children is to be provided.

STATUS 3 = Formerly agriculture
STATUS 6 = Formerly fishing

B. Acceptable Agricultural Activities Related To This Definition Are:

- Cotton farms and related activities such as ginning.
- Tobacco growing and related activities such as warehousing.
- Farm activities related to field crops such as alfalfa, broomcorn, flax, hops, peanuts and sugar beets.
- Orchard activities related to fruit and nut trees and vines including sorting and picking.
- Farm activities related to the production of vegetables including sorting, freezing and canning.
- Farm activities engaged in the production of milk and other dairy products. (Non-farm based commercial dairies are not acceptable.)
- Farm activities related to the production of poultry and poultry products for human consumption.
- Farm or ranch activities related to the production of livestock and livestock products for human consumption. (Must be located on the farm or ranch.)
- Farm activities related to horticultural crops such as bulbs, flowers, plants, shrubbery, trees, herbs, mushrooms, seeds, and sod crops.
- Fishery activities.

Not Eligible:

- Forestry activities.

POINTS TO REMEMBER:

- Mobility of parents alone does not constitute a child's eligibility. In order to qualify, a child must move with a parent or guardian or member of the immediate family in order for that person to seek agriculture employment.
- When a migrant family has ceased to move, the children are eligible for programs up to six (6) years after the last agricultural movement date. (e.g., A family moved to Brockport, New York from Florida on July 10, 1973 for agricultural employment purposes. They have been living in the same community since then. Those children would be eligible for ESEA Title I, Migrant Education programs until July 10, 1979.)

- Tenant farm families are traditionally mobile, staying only one or two seasons in an area. If a tenant farm family is involved in a legal agricultural activity and possesses a history of mobility, we may consider them migrant.

RECRUITER RESPONSIBILITY

Location of eligible migrants in the state will be accomplished by using all available data, areas of migrant concentration, and other sources of reliable data.

Each eligible migrant pupil located will be identified on a form designed specifically for that purpose. There will be three copies of this ID form. The recruiter will deliver the original copy to the school which the child will attend, one copy will be forwarded to the state recruiter-coordinator and one copy will be retained by the regional recruiter-social worker.

The recruiter will then recruit each child, or encourage that child to attend school. Working closely with the Project Director of the LEA project, the recruiter will advise parents of school openings and other school activities.

Field personnel will also be responsible for carrying out activities at the direction of the state recruiter-coordinator, which may emanate from the state office, e.g., needs assessment.

Other supportive service activities will deal with the interagency referral system. In addition, tasks such as translation may be required from time to time in schools and other locations.

Duties

Recruiters will locate, identify, enroll and recruit all eligible migrant children within the state of Louisiana, as evidenced by coverage check sheets and completion of all survey and enrollment forms.

Recruiters will, through the appropriate instrumentation, collect needs assessment data on the Louisiana migrant pupil population as

demonstrated by completion of a pre-established number of assessment instruments.

Recruiters will establish close contacts with all families in each camp to encourage attendance of children in school. The results of this effort will be measured by actual attendance of pupils and cooperation of families as noted by school officials.

Recruiters will form close liaison roles with each Title I Migrant project by working closely with project directors and as may be necessary from time to time, teachers in these projects. Performance reports from project directors and systematic interviews will serve as vehicles for evaluating the effort.

Recruiters will communicate with other agencies to obtain a listing of their services and to insure close interagency cooperation. Evidence of this will be the smooth delivery of services on referrals and follow-up activities.

Recruiters will also be responsible for applying the criteria of migrant pupil eligibility to all identified migrant pupils. Evidence of this shall be the MSRTS validation reports.

Collecting Information

Louisiana has a silent migrant. Therefore, many of the agencies are not aware of the migrant population. Recruiters must seek out migrants in Louisiana by unique methods. Sources of information about migrant families can be acquired from local growers, processors, fisheries and markets. The role of Employment Security has changed in the past few years. High insurance for crew leaders and housing restrictions has caused families to correspond directly with the growers and processors, therefore avoiding

legal restrictions. However, some migrants do seek temporary employment through Employment Security if the crops are not productive when they arrive in a parish. Employment Security can usually provide names of crew leaders.

Addresses of previous migrant students are on file at the local migrant office. However, the movement of migrant families is such that a permanent address seldom exists. Families move about in rent houses, tenant house dwellings, and labor camps. Some families return to their home-base site which is a family homestead with grandmother, aunt or other relatives. Many migrant families live in low income projects in the cities. These are the most difficult migrants to locate.

Local school principals sometimes make a survey in their schools for agricultural laborers. Recruiters should visit the schools and encourage such a survey. Louisiana has a school survey form to obtain pertinent information of farm labor that can be used in the school survey.

Migrant families usually know of other migrant families and will direct you to them. This is one of the best sources of locating migrant laborers. Other sources include: county agents, parish school boards, Department of Agriculture agents, and fishery license bureaus.

Forms Used in Recruiting

1. Louisiana Migrant Education Program Survey/Eligibility/Enrollment Form
2. Enrollment Procedure Form
3. Daily Log

The recruiter should be familiar with the instructional program, its goals and how it will benefit the parents and children. If the program is to be effectively presented to parents, the recruiter should be familiar

with its benefits and various components. Information about the program with which the recruiter should be familiar includes:

- Type of instructional program.
- Supportive services.
- People to contact for information.
- Support agencies.
- Food services.
- Bus schedules.
- Field trips.

Reports

The recruiter should keep a daily log of activities and of people or agencies contacted. Reports should be kept as simple as possible but complete enough to contain all relevant information which is needed for various offices.

Director

Reports are a means by which the director can be kept current with the recruiter's activities.

Reports can be used by the director at the end of the program to help write an evaluation and to plan for the future programs.

Reports can help the director and recruiter plan for redirection in scheduling.

Recruiter

Reports can serve as a reference point for the recruiter to see how well goals are being met and to make daily schedules.

Reports can be used to complete enrollment, attendance, and other information required by the State Coordinator of Recruitment.

The success of the migrant program depends on good recruitment, which is the primary responsibility of the recruiter. The program is funded by

the number of students enrolled and the length of residence in the state.

The recruiter should utilize a variety of approaches in the recruitment of migrant children.

Follow Up

The recruiter has the responsibility to the school and to the migrants to follow up on initial contacts. The camps should be revisited either periodically or on a regular basis in order to:

- Check for new arrivals.
- Check on absences.
- Relay information about school activities.
- Gain parents' trust and confidence.
- Assist with support services and make referrals.

To maintain the credibility of the program in the eyes of parents, the recruiter should follow up promises or commitments made such as:

- Providing transportation to and from school to meet with teachers or to visit the program.
- Providing answers to questions that could not be answered on the spot.
- Supplying them information as requested.

RECRUITING PROCEDURES

Recruitment

Recruitment is the process of locating and identifying individuals and establishing eligibility for a particular category such as migrant students and families.

There are no set patterns or methods that can be used in recruitment. There are different variables to be considered in any given situation, such as the structure of the community, the geography of the community, the sentiment to migrant labor, and the acceptance of the program.

The structure of the community is important because, in some cases, Employment Security handles farm labor. Also, the county agent may be knowledgeable about labor. In most cases, the farmers, fisheries, and food processors take care of their own labor problems.

It is very important to know the crops grown in an area and planting and harvest time. Recruitment is more accessible at this time, except in the case of the home-based migrant.

If the migrant has been accepted in a community as an integral part of the community, then information may be difficult to obtain because the migrant is not looked upon as a migrant. The home-based migrant is a good example. Many migrants live in the area, and others, such as school principals and teachers, may not realize they are migrants. This is especially true if the home-based migrant lives in a town that has other transient people in other occupations.

Establishing rapport is one of the most important functions of the recruiter. Good rapport with one family may lead to other family contacts. Trust and friendship should be built to gain approval within the migrant camps and the home-based migrant.

Maintain an honest and understanding attitude, but do not get emotional if living conditions are not up to your standards. The migrant worker has chosen his way of life which is an honest living, and he should be respected for it.

In establishing recruitment procedures that are applicable to a given area, research the area in advance.

- Research the area and know the geography and the boundaries.
- Establish good rapport with the growers, processors, fisheries, and migrant worker.
- Ask only the basic questions for family data on the first visit and limit time to a minimum.
- Explain the program and the reason for the interview before the questions are asked.
- Use diplomacy when interviewing.
- Orient the community about the importance and role of the migrant family through the news media.
- Become aware of the cultural background of the migrant.
- Be aware that the recruiter is a representative of a school system and as such must act as a public relations person in interpreting the program.
- Establish good rapport with persons interviewed to gain information.
- Understand your client and get on common ground to improve relations.
- Explain purpose of the visit to improve communications.
- Define migrant in several ways because terminology can be a factor to understanding.
- Respect views of others and keep an open mind to gain respect and understanding.
- Use tact to gain cooperation.
- Establish a positive attitude to develop understanding.
- Establish consistency in interviews.

Psychology of Recruitment

- Observe automobiles in the area, watch for out-of-state licenses on camper trucks, station wagons, and long frame trucks. These are likely candidates of migrant labor.

- Look for a house that may be occupied but has no curtains at the window and no toys in the yard, because migrant families travel with only essentials.

- Old school buses or unmarked buses are often properties of crew leaders that have knowledge of migrant families.

- School records that indicate late arrival or early departure from school could lead to a migrant family.

- The local food stamp office may have knowledge of migrant families.

- Processing plants, large fish markets and farm markets may furnish names of farmers, fishermen, or migrant families.

- Identify your program and mention some benefits before you ask for identification. The migrant is sometimes reluctant to identify himself.

- Visit laundromats in areas likely to have migrant families.

Above all things considered, the growers, processors, and fisheries must accept the program as an asset and not something that will work against them. At the time of planting and harvesting, the work force and time are the most important factors that they must consider. Since the children of migrant workers are often used for labor, a school program may be a threat to the farmer, if there is no cooperation between the farmer and the school. The recruiter should not go to the farm during the busy work hours, which are usually early morning until mid afternoon. If it is absolutely necessary, approach the farmer and not the migrant worker because the property belongs to the farmer.

Agricultural employment and commercial fishing are the reasons why migrants move from one parish to another parish in Louisiana. The same movement takes place from one state to another state in pursuit of

seasonal employment. By being familiar with these activities, recruiters can anticipate approximate arrival and departure dates and plan accordingly. The related activities with which the recruiter should be familiar are:

- Local crops.
- Crops in adjacent states.
- Schedules of approximate dates of planting and harvesting.
- Seasons for food processing plants to operate.

The recruiter provides liaison between schools, families, communities, and farmers. The cooperation of all is necessary to have a successful program.

The recruiter should be well informed regarding laws, rules, the school programs, support agencies, and other related information.

The growers, processors, and fisheries are probably the best source of information. They are often sensitive people and should be approached by a person who has been trained to interact with people. Always be honest and straightforward and the response will be likewise.

The Spanish families are a close family unit and very protective toward family members. The recruiter acts as liaison between the family and the school and should strive to build a trust and friendship with the family. Do not make promises that cannot be fulfilled. The father is the dominant member of the family, therefore all matters of concern should be directed to him.

The mother in the black migrant family is often the dominant member where the children are concerned.

The home-based migrants are the most difficult to locate because when they return to the area they often have a new address or residence. They often move into the housing projects in the cities. Contacts with one migrant family usually leads to other contacts.

Techniques of Recruitment

Emphasis should be placed on the priorities of the day. Research your subject and act accordingly. Direct contact is the most effective technique and produces more positive effects.

Emphasize supportive services and educational advantages with parents because they are interested in the total welfare of their child. However, when approaching food processing plants, fisheries, and growers, play up the educational advantages. "Give away" programs are sometimes looked upon as weak work incentives and motivates a lazy working society. Make referrals of all assisting agencies to the parent only and do not discuss with the farmer, processor or fisheries.

The cultural background of your subject should be considered, because this is a factor when choosing the person to be interviewed. As an example, men are the dominant member, in most cases, in the Spanish migrant family and women, in most cases, in the black migrant family.

Approach the grower or land owner first because you are trespassing on his property. The time of day should also be considered because the grower does not want the workers disturbed when they are busy. Ask the grower for a schedule of suitable visiting hours. The same would be true at food processing plants, nurseries and other related places. Building a good rapport during the initial visit is essential.

It is best to contact the crew leaders before the parents are visited. They might be able to provide assistance because they are often the spokesman for the families. The relation built at this point are crucial.

When visiting, try to get on common grounds with the parents by picking a topic of conversation of mutual interest. The crop they are

harvesting or the fishing industry may serve as a topic of conversation. Pets or hobbies provide topics of interest for both.

Explain the purpose of your visit and explain the program before you ask for personal data. Use the word "school" as much as possible and avoid the word "migrant". The word "migrant" sometimes carries a stigma that the parents resent. The parents have been exploited so often that they are leery of visitors. Approach the family with caution and discretion. Know your program and material and explain the following:

- The benefits to both parents and children.
- The goals and objectives of the program.
- The dates the school is in operation.
- The bus schedules.
- The special programs or benefits that can be derived from the program such as health services and field trips.

In case of negative response, do not intimidate the parents or leave them with resentment toward the program or the recruiter. Encourage them to voice their opinion and give reasons why they have these feelings. Strive to show sincere understanding and if the opportunity arises, give opinion and information about the program to enhance positive response.

Visit schools after the early morning rush in the office. Make preliminary visits as thorough as possible to gain support and approval from the school officials. A good school secretary will be an asset to the recruiter. Secretaries and teachers have close contact with parents and children and may be able to render valuable information to the recruiter.

Utilize the local newspaper and local radio stations during public service announcements. The parish school news can also be utilized.

An outgoing and friendly personality is one of the most important traits that a recruiter can possess. The recruiter must be able to

adapt and ajust to different working situations. Different socio-economic levels and value systems lead to different problems and situations that require personality adjustment.

The personal appearance of the recruiter is important. The dress should be conservative and neat. The laborer may resent a person dressed up as though he were ready for a style show. The recruiter should dress down on some occasions and up on other occasions. Schools and business places would certainly require more dress than fish markets and cotton fields. The recruiter must try to stay in the good graces of all concerned and maintain a good healthy attitude.

A good recruiter maintains a positive attitude, sincere motives, knowledge of the program, and must be a diplomat to build rapport and establish stability. A recruiter is an essential member of the program staff. Without the proper groundwork, the identification, the enrollment, there can be no migrant educational program. The basis of the migrant program is good recruitment [illegible] the strength is good leadership from the staff. Understanding and honesty enhances a program and leads to fulfillment and success.

REQUIRED FORMS

LOUISIANA MIGRANT EDUCATION PROGRAM SURVEY/ELIGIBILITY/ENROLLMENT FORM

PARISH_____ DATE_____ INTERVIEWER_____ STUDENT STATUS_____

NAME OF PARENT OR GUARDIAN: FATHER_____ MOTHER_____
(First Name) (Last Name) (First Name) (Last Name)

CURRENT ADDRESS_____ TOWN_____ STATE_____ ZIP_____

HOME BASE ADDRESS_____ TOWN_____ STATE_____ ZIP_____

EMPLOYER_____ ADDRESS_____ GROWER_____ PROCESSOR_____ FISHERMAN_____ OTHER_____

IF AN ACTIVE MIGRANT, GIVE
DATE ARRIVED IN LOUISIANA OR PARISH_____ FROM: TOWN_____ STATE_____

OCCUPATION THAT DETERMINES ELIGIBILITY_____ PAST PRESENT - YEAR_____ (circle one) IF A FORMER MIGRANT, GIVE LAST DATE MIGRATED_____

CHILD'S LAST NAME	FIRST NAME	MI	SEX	BIRTHDATE	VER.	AGE	BIRTHPLACE	STUDENT NO.	MNE	LAST SCHOOL	GRADE	DATE LEF
1.												
2.												
3.												
4.												
5.												
6.												
7.												
8.												

Classification of Student:

(____)INTERSTATE: Did the child, within the past year, cross a state line with you in the pursuit of agricultural employment or commercial fishing?
AGRICULTURE(____) COMMERCIAL FISHING(____)

(____)INTRASTATE: Did the child, within the past year, cross a parish line with you in the pursuit of agricultural employment or commercial fishing?
AGRICULTURE(____) COMMERCIAL FISHING(____)

(____)FORMERLY MIGRATORY: A child who has been an interstate or intrastate migrant as defined above, but who along with you has ceased to migrate within the last six years.

IN AGREEMENT WITH THE FOREGOING DEFINITIONS, I CONSENT TO THE ENROLLMENT OF THE STUDENT/STUDENTS NAMED ON THIS FORM. I ALSO GRANT PERMISSION FOR THE CHILD/CHILDREN TO BE GIVEN NECESSARY MEDICAL TREATMENT AND DENTAL TREATMENT. I FURTHER GRANT PERMISSION FOR THE CHILD/CHILDREN TO PARTICIPATE IN THE PROGRAM AND SUPERVISED FIELD TRIPS. THE MIGRANT STUDENT RECORD TRANSFER SYSTEM HAS BEEN EXPLAINED AND UNDERSTOOD BY ME, AND THE REASONS SUCH INFORMATION IS BEING COLLECTED ON MY CHILD/CHILDREN. I UNDERSTAND IT WILL BE AVAILABLE FOR ME TO SEE AND OBTAIN IF I SO DESIRE, AND A PERMANENT RECORD KEPT IN A CONFIDENTIAL DATA BANK IN LITTLE ROCK, ARKANSAS. I UNDERSTAND FURTHER THAT THIS RECORD WILL BE TRANSFERRED TO OTHER SCHOOLS IN WHICH MY CHILD/CHILDREN INTEND TO ENROLL.

24

_____ _____ 25
DATE *PARENT'S OR GUARDIAN'S SIGNATURE*

CLASSIFICATION OF MIGRANTS

TRUE INTERSTATE - *A child who has moved with a parent or guardian within the past year across state boundaries in order that a parent or guardian or member of his immediate family might secure temporary or seasonal employment in agriculture/fishing or in related food processing activities.*

STATUS 1 = Interstate agriculture
STATUS 4 = Interstate fishing

TRUE INTRASTATE - *A child who has moved with a parent or guardian within the past year across school district boundaries within a state in order that a parent/guardian or member of his immediate family might secure temporary employment in agriculture/fishing or in related food processing activities.*

STATUS 2 = Intrastate agriculture
STATUS 5 = Intrastate fishing

FORMERLY MIGRATORY (five-year migrants) - *A child who has been an interstate or an intrastate migrant as defined above; but who, along with his parent or guardian, has ceased to migrate within the last five years and now resides in an area in which a program for migratory children is to be provided.*

STATUS 3 = Formerly agriculture
STATUS 6 = Formerly fishing

SIGNATURE REQUIRED EACH YEAR FOR FORMER MIGRANTS

MIGRANT EDUCATION ENROLLMENT PROCEDURE FORM

_____ NAME OF SCHOOL _____ PARISH _____ CLERK OR RECRUITER

_____ SCHOOL I.D.

STUDENT DATA

_____ LAST NAME, _____ FIRST NAME, _____ MI, _____ SEX, _____ BIRTHDATE, _____ AGE

BIRTHDATE VERIFIED BY B, D, O, or None, (Circle One) _____ CITY OF BIRTH, _____ COUNTY-COUNTRY, _____ STATE, _____ HOME BASE CITY, _____ STATE

MIGRANT STATUS

PARENT DATA

(LPAA) _____ LAST NAME, _____ FIRST NAME (CPAA) _____ LAST NAME, _____ FIRST NAME

(LPAB) _____ LAST NAME, _____ FIRST NAME (CPAB) _____ LAST NAME, _____ FIRST NAME

(CR) _____ STREET, _____ CITY, _____ STATE, _____ ZIP

SH(01=_____ DATE ENROLLED) DATE WITHDRAWN and DATE RE-ENROLLED

27

28

Revised - January, 1978

Daily Log

LOUISIANA MIGRANT RECRUITMENT PROGRAM

Parish _____

Recruiter _____ Date _____ Time Started _____ Hours Worked _____

People and/or Places Visited	Address & Directions	Migrant	Non Migrant	Length of Time Visited	Home Yes	Home No	No. of Children in Family	Need to Call Back Yes	Need to Call Back No	Need to Call Back Date
1.										
2.										
3.										
4.										
5.										
6.										
7.										
8.										
9.										
10.										
11.										
12.										
13.										
14.										
15.										
16.										
17.										

REFERRAL FORM

PARISH ID#_____

LOUISIANA

MIGRANT EDUCATION

SPECIAL COMMENT SHEET

In the space below, please make any comments you feel are necessary on your observations during your interviews and/or survey today. Your comments and observations are important to the success of this project. They are appreciated.

Date

Surveyor

LOUISIANA MIGRANT PROGRAM

REQUEST FOR SPECIAL SERVICES

STUDENT _____ DATE _____

SCHOOL _____ GRADE _____

Type of service requested:

Dental_____ Vision_____ Hearing_____ Medical_____ Supportive_____

Observed reasons for making the request:

_____

_____

_____

_____
Teacher making referral

RECRUITER-SOCIAL WORKER NOTES

_____

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LOUISIANA MIGRANT EDUCATION

SUPPORTIVE SERVICES

School _____ Student I. D.# _____
Name

_____
Code

Migrant Student _____
First *Middle* *Last*

Address _____
Street *Town* *State*

Parent's Name _____

Referred by _____ Date _____

MEDICAL SERVICES	SUPPORTIVE SERVICES
Problem: Vision _____	Problem: _____
Dental _____	_____
Auditory _____	_____
Other _____	Referred to other agencies:
Referred to:	_____
Doctor _____	_____
Address _____	Service rendered:
_____	_____
Phone _____	_____
Service rendered:	Purchased from: (if any)
_____	_____
_____	_____
Cost: _____	Cost: _____
Submitted for payment _____ *Date*	Submitted for payment _____ *Date*

Approved by: _____
Name

_____
Title

_____

JOB DESCRIPTION

MIGRANT EDUCATION
JOB DESCRIPTION
RECRUITER-COORDINATOR

The Recruiter-Coordinator will attend at least one inservice workshop with the LEA staff and one MSRTS workshop in Little Rock, Arkansas, prior to field work.

The Recruiter-Coordinator will keep a daily log and make a monthly report to the LEA Director which will be reviewed by the staff and referred to the State-Recruiter for follow up and supervision.

The duties of the Recruiter-Coordinator are as follows:

1. To make an initial visit to the school board in the parish you plan to recruit to gain permission and build rapport for recruitment.

2. To contact local growers and secure their permission to recruit migrant children on their premises for the migrant education program.

3. To explain to migrant families the educational, health, and social benefits of the migrant education program and to inform them of health agencies. Also, to make referrals and appointments to aid the migrant students.

4. To enroll migrant children in the education program and to gather and accurately record necessary information for the completion of the Uniform Migrant Student Transfer form.

5. To act as direct communication link between the educational program and the migrant families, the school and community, and the community and the migrant population.

6. To help develop community acceptance of migrants during their seasonal residence in Louisiana and as they settle out and remain in the state.

7. To provide communication and coordination with public and private community agencies such as health and social services, employment agencies, migrant advocate groups, growers' co-ops, farm labor groups and religious organizations.

8. To assist in the planning and implementation of extracurricular program activities, such as parent nights, fiestas, field trips, etc.

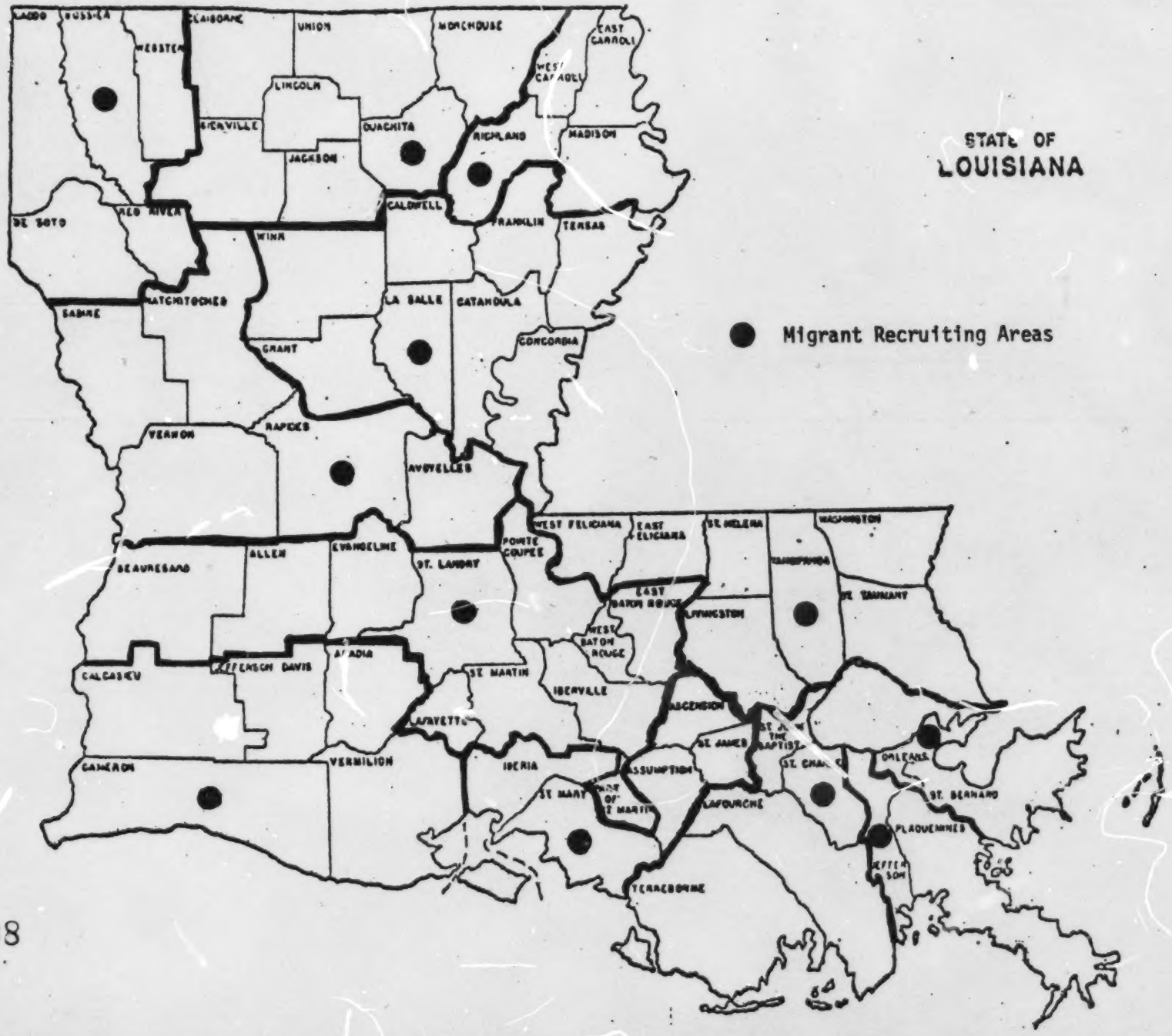
9. To assist in family consultation in areas where there are problems of home and community adjustment, economic problems, health deficiencies, employment questions and adult education needs.

10. To maintain continual contact with the migrant families and the growers, fishers, and food processors in the local area and disseminate all program information which relates to or involves the migrant population.

11. To assist the educational staff in the identification of special pupil needs and work with the entire staff in planning educational programs that appropriately meet these specific needs.

12. To contact migrant parents who would like to serve on a Parent Advisory Council, organize the Council, and be present at its meetings.

MIGRANT RECRUITING AREAS


STATE OF
LOUISIANA
Migrant Recruiting Areas
LINCOLN
UNION
MORCHOUSE
RICHLAND
MADISON
WEBSTER
CALDWELL
FRANKLIN
TENSAS
WINN
LA SALLE
CATAHOULA
CONCORDIA
GRANT
RAPIDES
VERNON
AVOYELLES
BEAUREGARD
ALLEN
EVANGELINE
ST. LANDRY
POINTE COUPEE
CALCASIEU
VERMILION
IBERIA
ST. MARTIN
IBERVILLE
ASSUMPTION
LAFOURCHE
TERREBONNE
ST. BERNARD
PLAQUEMINES
ST. TAMMANY